



St George's Church of England Primary School

'Bringing faith and education together'

Mental Health and Wellbeing Policy

'Every day may not be good.
But there is good in every day'

Previous review – September 2021

Next review date - September 2022

Defining mental health

Mental Health is “the emotional and spiritual resilience which enables us to enjoy life and survive pain, suffering and disappointment. It is a positive sense of wellbeing and an underlying belief in our and others dignity and worth. It is influenced by our experience and our genetic inheritance.” (World Health Organisation)

Mental Health affects all aspects of a child’s development including their cognitive abilities and their emotional wellbeing. Childhood and teenage years are when mental health is developed and patterns are set for the future. For most children the opportunities for learning and personal development during adolescence are exciting and challenging and an intrinsic part of their school experience. However, they can also give rise to anxiety and stress. Children may also suffer anxiety or stress owing to circumstances outside school. As stated in the Safeguarding and Child Protection Policy, St George’s are committed to providing a safe and secure environment for pupils and promoting a climate where pupils will feel confident about sharing any concerns they may have.

Who is covered by this policy?

This policy applies to all pupils who attend and all staff who work at St George’s Church of England Primary School. This policy encourages the mental health and wellbeing for all staff and children.

Context and Rationale

Mental Health and Wellbeing promotes school success and improvements by:

- Promoting positive mental and emotional wellbeing by providing information and support.
- Creating a shared understanding of all aspects of mental health
- Enabling those with mental health related issues to self-disclose and seek support in a safe confidential manner.
- Offering guidance and strategies to support pupils and staff to be mentally healthy.
- Creating a culture to support and maintain positive mental health and

wellbeing.

Aims of the policy

The purpose of this policy is to have:

General

- Resilient, happy and motivated children and staff.

Teaching and Learning

- Pupils who are more engaged in the learning process
- Pupils who can concentrate and learn better
- Improved standards in all subjects, including English and maths
- Improved attainment
- More effective teaching
- Parents and carers who are more involved in school life and learning

Behaviour and Attendance (with particular reference to our “Anti-bullying Policy”)

- Pupils with high self-esteem and confidence
- Pupils who have a say in what happens at school
- More engaged learners
- Good concentration, behaviour and attendance
- Positive peer relationships

Staff Confidence and Development

- High morale
- Staff with high wellbeing
- Stable, content and consistent workforce
- Positive and effective relationships with pupils

Policy statement

St George’s Church of England Primary School is committed to promoting the mental health and emotional wellbeing of pupils and staff. In order to do so the school will:

- Encourage and support the whole school community to be positive in its approach to mental health wellbeing

- Promote knowledge and understanding of both internal and external support services
- Provide guidance and support to all those connected with the organisation to help them develop confidence in their ability to manage mental health and emotional wellbeing
- Provide appropriate training and information to staff on mental health and emotional wellbeing
- Have named Wellbeing Champions on staff who are the contact point at St George's and who are responsible for coordination and delivery of the school's mental health and emotional wellbeing strategy
- Seek to integrate mental health and emotional support across the curriculum
- Keep this policy under review and make changes when legislation and best practice requires
- Promote a culture which supports and encourages self-disclosure
- Gives stakeholders opportunities to introduce new strategies and ideas to promote positive mental health
- Provide a framework for responding appropriately to mental health wellbeing
- Recognise that staff have the responsibility to alert others to potential and actual indicators of mental health needs and to take this action whenever necessary. For pupils and staff this is through our wellbeing team
- Co-operate with other organisations involved in the delivery of mental health and emotional support services
- Observe the principles of confidentiality and data protection in respect of mental health and emotional wellbeing

Appendix A – Well-being policy
Mental health facts.

Those who are mentally healthy have the ability to:

- develop psychologically, emotionally, intellectually and spiritually;
- initiate, develop and sustain mutually satisfying personal relationships;
- use and enjoy solitude;
- become aware of others and empathise with them;
- play and learn;
- develop a sense of right and wrong;
- resolve (face) problems and setbacks and learn from them.

Those experiencing mental health difficulties could be experiencing:

- Emotional disorders, e.g. phobias, anxiety states and depression;
- conduct disorders, e.g. stealing, defiance, fire-setting, aggression and antisocial behaviour;
- Hyperkinetic disorders, e.g. disturbance of activity and attention;
- developmental disorders, e.g. delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
- attachment disorders, e.g. children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers;

Other mental health problems include eating disorders, habit disorders, posttraumatic stress syndromes; somatic disorders; and psychotic disorders e.g. schizophrenia and manic depressive disorder.

Many of these problems will be experienced as mild and transitory challenges for the individual, whereas others will have serious and longer lasting effects.

When a problem is particularly severe or persistent over time, or when a number of these difficulties are experienced at the same time, individuals are often described as having mental health disorders.

Appendix B – Well-being policy
Sources of support and information

ChildLine – A confidential service, provided by the NSPCC, offering free support for children and young people up to the age of nineteen on a wide variety of problems. <https://www.childline.org.uk/>

Counselling MindEd – Counselling MindEd is an online resource within MindEd that provides free evidence-based, e-learning to support the training of school and youth counsellors and supervisors working in a wide variety of settings. <https://www.minded.org.uk/>

Education Endowment Foundation – The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of all pupils and especially disadvantaged pupils. <https://educationendowmentfoundation.org.uk/>

HeadMeds – website developed by the charity YoungMinds providing general information about common medications that may be prescribed for children and young people with diagnosed mental health conditions. <https://www.headmeds.org.uk/>

MindEd – MindEd provides free e-learning to help adults to identify and understand children and young people with mental health issues. It provides simple, clear guidance on mental health to adults who work with children and young people, to help them support the development of young healthy minds. <https://www.minded.org.uk/>

National Institute for Health and Care Excellence (NICE) – NICE's role is to improve outcomes for people using the NHS and other public health and social care services, including by producing evidence-based guidance and advice. Some of this guidance has been drawn on to produce this document and much of it is provided in non-specialist language for the public. This can be useful in understanding social, emotional and mental health conditions and their recommended treatments.

Royal College of Psychiatrists (RCPSYCH) – Provide specifically tailored information for young people, parents, teachers and carers about mental health through their Parents and Youth Info A-Z. School nursing public health services

– guidance produced by the Department of Health and Public Health England
This guidance supports effective commissioning of school nursing
Young Minds – Young Minds is charity committed to improving the emotional wellbeing and mental health of children and young people. They undertake campaigns and research, make resources available to professionals (including teachers) and run a helpline for adults worried about the emotional problems, behaviour or mental health of anyone up to the age of 25. They also offer a catalogue of resources for commissioning support services.